

S. Blair Barrows Payne, Ph.D., BCBA

University of South Carolina
College of Education: Department of Educational & Developmental Science
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APPOINTMENT

2025–Current **Assistant Professor**
Department of Educational and Developmental Science – Special Education
University of South Carolina, Columbia, South Carolina

EDUCATION

2020–2025 The University of Texas at Austin, Austin, TX
Special Education Department: Learning Disabilities and Behavioral Disorders
Advisor: Dr. Sharon Vaughn
Ph.D. Special Education
M.Ed. Educational Psychology: Quantitative Methods (Completed: December 2023)

2013–2015 Peabody College of Vanderbilt University, Nashville, TN
M.Ed. Special Education: K-12 Mild/Moderate Disabilities

2008–2012 Sewanee: The University of the South, Sewanee, Tennessee
B.A. Psychology

LICENSE AND CERTIFICATION

Board Certified Behavior Analyst (BCBA)
Certificate # 1-16-21605 (January 2016 – present)
Certified: January 2016

Special Education: Multi-Categorical (PK-12), South Carolina
South Carolina Teaching License (June 2025 – present)
Educator ID: 650194

PEER REVIEWED PUBLICATIONS

14. Filderman, M. J., Didion, L., Austin, C. R., **Payne, S. B.**, Silvert, C., & Wexler, J. (2025). Teacher professional development for reading: A review of the state of the research. *Reading Research Quarterly*, 60(4), e70054. <https://doi.org/10.1002/rrq.70054>
13. **Payne, S. B.**, Powell, S., & Fry, E. (2025). A synthesis of mathematics interventions for high school students with mathematics difficulty. *Journal of Learning Disabilities*, 0(0). <https://doi.org/10.1177/00222194251385204>
12. Fishstrom, S., Capin, P., Hamilton, B. H., Dahl-Leonard, K., **Payne, S. B.**, Wang, H-H., Dille, J., & Vaughn, S. (2025). A meta-analysis of the effects of academic interventions on academic and anxiety outcomes in secondary school children. *Journal of School Psychology*, 110, 101433. <https://doi.org/10.1016/j.jsp.2025.101433>

11. Vaughn, S., Wanzek, J., Martinez, L., Hancock, E., Fall, A-M., **Payne, S. B.**, & Fluhler, S. (2025). The efficacy of a content area reading comprehension intervention for students with disabilities. *Remedial and Special Education*, 0(0). <https://doi.org/10.1177/07419325241310499>
10. Wexler, J., Shelton, A., Swanson, E., **Payne, S. B.**, Sayers, R., Johnson, T., Hogan, E., & Stark, K. (2025). The development of a coaching model: Challenges and implications for intervention research. *Remedial and Special Education*, 0(0). <https://doi.org/10.1177/07419325241304126>
9. **Payne, S. B.**, & Yoon, N. Y. (2024). A synthesis of academic interventions for high school students with behavioral and learning difficulties. *Behavioral Disorders*, 50(4), 202–212. <https://doi.org/10.1177/01987429241261969>
8. Stark, K., Hogan, E., & **Payne, S. B.** (2024). Opening the black box of teacher development: A synthesis of in-service coaching discourse. *Teaching Education Quarterly*, 51(4), 67–96.
7. Hogan, E., & **Payne, S. B.** (2024). A mixed methods study of teachers' use of feedback within middle school social studies classrooms to promote reading comprehension. *Learning and Instruction*, 92. <https://doi.org/10.1016/j.learninstruc.2024.101938>
6. Lariviere, D., Arsenault, T. L., & **Payne, S. B.** (2024). A literature review: Mathematics-vocabulary intervention for students with mathematics difficulty. *School Science and Mathematics*, 125(1), 6–17. <https://doi.org/10.1111/ssm.12684>
5. **Payne, S. B.**, & Swanson, E. (2024). Targeting the transition goals of teens through executive function support. *TEACHING Exceptional Children*, 56(4), 202–209. <https://doi.org/10.1177/00400599211066919>
4. Chatzoglou, E., Fishstrom, S., **Payne, S. B.**, Andress, T. T., & Vaughn, S. (2023). The footprint of the COVID-19 pandemic in reading performance of students in the U.S. with and without disabilities. *Research in Developmental Disabilities*, 140. <https://doi.org/10.1016/j.ridd.2023.104585>
3. Shelton, A., Swanson, E., Wexler, J., **Payne, S. B.**, & Hogan, E. (2023). An exploration of middle school literacy coaching: A survey study of teachers and instructional coaches. *Teacher Education and Special Education*, 46(4), 300–316. <https://doi.org/10.1177/08884064231172733>
2. **Payne, S. B.**, & Swanson, E. (2023). Supporting families to motivate their middle school student during homework time. *TEACHING Exceptional Children*, 55(6), 422–430. <https://doi.org/10.1177/00400599221099656>
1. Lambert, J. M., Chohisy, A. M., **Barrows, S. B.**, & Houchins-Juarez, N. J. (2016). Compound-schedules approaches to noncompliance: Teaching children when to ask and when to work. *Journal of Behavioral Education*, 26(2), 201–220. <http://doi.org/10.1007/s10864-016-9260-5>

MANUSCRIPTS UNDER REVIEW

- Wexler, J., Swanson, E., Shelton, A., Omohundro, K.M., Fall, A.M., Roberts, G., Sayers, R., **Payne, S. B.**, Johnston, T. B., Hogan, E.K. (Manuscript under review). The efficacy of adaptive coaching: Supporting schoolwide literacy models in middle school. Department of Counseling, Higher Education, and Special Education, University of Maryland.

Didion, L., Rogers, D. B., **Payne, S. B.**, Vitale, J., & Hart, E. J. (Manuscript under review). *Beyond business-as-usual: A meta-analysis of active control comparisons in teacher professional development*. Department of Special Education, The University of Kansas.

Payne, S. B., Didion, L., Vitale, J., Hart, E. J. (Manuscript under review). *Supporting secondary educators: Examining the role and impact of professional development*. Department of Educational and Developmental Science, University of South Carolina.

Payne, S. B., Hogan, E., & Swanson, E. (Manuscript under review). *Sustaining school-wide literacy models in rural contexts: A case study in implementation science*. Department of Educational and Developmental Science, University of South Carolina.

Didion, L., Filderman, M. J., Hart, E. J., **Payne, S. B.**, Vitale, J., Olmstead, C., & Wexler, J., (Revise and resubmit). *High-quality professional development improves teacher and student outcomes in special education: A meta-analysis*. Department of Special Education, The University of Kansas.

Hogan, E., **Payne, S. B.**, Fuller, S., Fall, A-M., Roberts, G., & Wanzek, J. (Revise and resubmit). *Differentiation practices used by middle school social studies teachers and their association with student achievement*. Department of Special Education, Early Childhood, and Prevention Science, The University of Louisville.

Didion, L., Filderman, M. J., Chow, J. C., Wexler, J., Vitale, J., Hart, E. J., **Payne, S. B.**, Olmstead, C., & Rogers, D. B. (Revise and resubmit). *The effects of high-quality professional development on teachers' skills, beliefs, and knowledge: A meta-analysis*. Department of Special Education, The University of Kansas.

Didion, L., Powell, S., **Payne, S. B.**, Vitale, J., Douglas, G., & Filderman, M. J. (Manuscript under review). *Professional development literature across decades*. Department of Special Education, The University of Kansas.

MANUSCRIPTS IN PREPARATION

Swanson, E., **Payne, S. B.**, Hogan, E., & Wexler, J. (Manuscript in preparation). *Implementation fidelity data collection methods: Comparing the codability of audio versus video recordings*. Department of Special Education, The University of Texas at Austin.

Fishstrom, S., Chatzoglou, E., & **Payne, S. B.** (Manuscript in preparation). *Integrating explicit anxiety management practices into instruction for students*. Department of Special Education, University of Hawai'i at Mānoa.

BOOK CHAPTERS

2. **Payne S. B.**, Swanson, E., McGraw, R. L., Reutebuch, C. K., Smith Levitan, J. A., Hogan, E., & Wexler, J. (2025). Coaching rural schoolteachers to implement schoolwide literacy practices to improve reading outcomes for students with disabilities. In B. Cooke & T. Landrum (Eds.), *Advances in learning and behavioral disabilities*. Emerald. <https://doi.org/10.1108/S0735-004X2025000034A004>

1. **Payne, S. B.** (2022). Credit recovery: Exploring inequities, impacts, and solutions. In R. D. Williams (Ed.), *Challenging deficit thinking for exceptional education improvement*. IGI Global. <https://doi.org/10.4018/978-1-7998-8860-4>

RESEARCH EXPERIENCES

- 2023–2025 **Project Coordinator:** *Examining the Efficacy of Aligning Core Content-Area Reading Instruction and Small Group Reading Intervention for Students with Reading Disabilities (Project ALIGN)*, Meadows Center for Preventing Educational Risk, Austin, TX
P.I.: Elizabeth Stevens, Ph.D. Co-P.Is.: Sharon Vaughn, Ph.D., Christy Murray, M.Ed., & Greg Roberts, Ph.D. IES Award Number: R324A230239
- 2024–2025 **Graduate Research Assistant:** *A Replication Study to Examine the Efficacy of Sound Partners When Implemented by Peer Tutors*, Meadows Center for Preventing Educational Risk, Austin, TX
P.I.: Elizabeth Swanson, Ph.D. Co-P.Is.: Sharon Vaughn, Ph.D., Greg Roberts, Ph.D., & Jeanne Wanzek, Ph.D. IES Award Number: R305R220024
- 2021–2024 **Project Coordinator:** *Developing an Instructional Leader Adaptive Intervention Model (AIM) for Supporting Teachers as They Integrate Evidence-Based Adolescent Literacy Practices School-Wide (Project AIM)*, Meadows Center for Preventing Educational Risk, Austin, TX
P.I.: Jade Wexler, Ph.D. Co-P.Is.: Elizabeth Swanson, Ph.D. & Greg Roberts, Ph.D. IES Award Number: R324A200012
- 2021–2022 **Graduate Research Assistant:** *Examining the Efficacy of a Content Area Reading Comprehension Intervention for Students With Disabilities*, Meadows Center for Preventing Educational Risk, Austin, TX
P.I.: Sharon Vaughn, Ph.D. Co-P.Is.: Leticia Martinez, Ph.D., Jeanne Wanzek, Ph.D., & Greg Roberts, Ph.D. IES Award Number: R324A190072
- 2021–2022 **Graduate Research Assistant:** *Data Investigation of Comorbidities Between Mathematics and Reading Difficulties*, Vanderbilt University, Nashville, TN
P.I.s: Lynn Fuchs, Ph.D., Doug Fuchs Ph.D., Marcia Barnes Ph.D., & Eunsoo Cho, Ph.D.

PROFESSIONAL EXPERIENCES

- 2017–2020 **Special Education Coordinator:** DSST: Montview High School, Denver, Colorado
Oversaw special education IEP compliance for students in grades 6–12, co-led the Integrated MTSS team, and served as the 504 academic liaison.
- 2017–2020 **High School Special Education Content Lead:** DSST Schools, Denver, Colorado
Oversaw the initial onboarding and ongoing professional development, including IEP writing and service delivery, for all middle and high school special education teachers in the DSST network.
- 2015–2020 **High School Special Education Teacher:** DSST: Montview High School, Denver, Colorado
Responsible for IEP implementation and compliance, delivering instruction, performing tri-annual reviews, and maintaining a personal caseload.

AWARDS AND SCHOLARSHIPS

Oct 2022	Leadership Institute Recipient , Council for Learning Disabilities
2022–2023	Continuing Fellowship Award , College of Education, The University of Texas at Austin
2020–2024	National Center for Leadership in Intensive Intervention (NCLII) Scholar , Office of Special Education Programs, The University of Texas at Austin
2020–2021	Recruitment Award , The University of Texas at Austin
2013–2015	Peabody College Dean’s Scholarship , Vanderbilt University
2012–2013	Thomas J. Watson Fellowship Recipient , Thomas J. Watson Foundation, New York

TRAINING AND FELLOWSHIPS

2025–2026	PROPEL Grant Writing Fellowship, NSF Career Track , University of South Carolina
July 2025	Institute of Education Sciences Modern Meta-Analysis Training Institute (selective), Chicago, IL
2020-2022	Integrated MTSS (I-MTSS) Early Career Scholar , Institute for Education Sciences, The University of Connecticut.
2018-2019	Teach Plus Education Policy Fellow , Denver, Colorado

GRANTS

Barrows, S. B. (Principal Investigator). (July 2012–July 2023). *Playing to learn and learning to play: An exploration of play utilized in education*. One of 40 graduating seniors awarded nationally. The Thomas J. Watson Foundation. 25,000. Status: Funded.

ADDITIONAL GRANT-WRITING ACTIVITY

Espinass, D. R. (Principal Investigator), **Payne, S. B. (Co-PI)**, & Capin, P. (Co-PI). (2026–2027). Teacher’s epistemic judgments about dyslexia interventions. American Psychology Association Division 15 Policy Grant. \$5000. Status: Under review.

Payne, S. B. (Principal Student Investigator: Faculty Sponsor – Sarah Woulfin, Ph.D.). *Taking the lead: Roles and responsibilities of special educators within multi-tiered systems of support*. The University of Texas at Austin College of Education. Budgeted \$2000 for one year. Status: Unfunded.

UNIVERSITY TEACHING

- Fall 2025 **Instructor**, University of South Carolina, Columbia, SC
Course: Direct Instruction in Reading for At-Risk Learners (EDEX 580)
- Spring 2025 **Facilitator**, The University of Texas at Austin, Austin, TX
Course: Independent Doctoral Seminar
- Fall 2024 **Facilitator**, The University of Texas at Austin, Austin, TX
Course: Independent Doctoral Seminar
- Spring 2024 **Adjunct Instructor**, The University of Tennessee, Knoxville, Knoxville, TN
Course: Foundations in Learning Disabilities and Other Academic Difficulties (SPED 415)
- Spring 2023 **Adjunct Instructor**, The University of Tennessee, Knoxville, Knoxville, TN
Course: Foundations in Learning Disabilities and Other Academic Difficulties (SPED 415)
- Fall 2022 **Co-teacher**, The University of Texas at Austin, Austin, TX
Course: Reading Assessment and Development With Diverse Populations (SED387 R)
- Spring 2022 **Co-teacher**, The University of Texas at Austin, Austin, TX
Course: Field Experiences in Special Education (SED 332)

INVITED LECTURES

- Spring 2025 **Guest Lecturer**, The University of Texas at Austin, Austin, TX
Course: Reading Assessment and Development (ECD 339D)
Lecture: Supporting Students with EBD Within a Multi-Tiered Framework of Instruction
- Fall 2024 **Guest Lecturer**, The University of Texas El Paso, El Paso, TX
Course: Intervention for Students with High Incidence of Disabilities (SPED 5345)
Lecture: Supporting Students with Reading Difficulties Using Explicit Vocabulary and Reading Comprehension Instruction
- Spring 2024 **Guest Lecturer**, The University of Texas at Austin, Austin, TX
Course: Teaching Mathematics to Students with Disabilities (SED 378T)
Lecture: Service Delivery Models for High School Students with Mathematics Difficulty
- Spring 2024 **Guest Lecturer**, The University of Texas at Austin, Austin, TX
Course: Reading Assessment and Development (ECD 339D)
Lecture: Supporting Students with EBD Within a Multi-Tiered Framework of Instruction
- Fall 2023 **Guest Lecturer**, East Tennessee State University, Johnson City, TN
Course: Teach Math Mild/Mod ELN (SPED-4467-941/SPED-5467-941)
Lecture: Supporting Secondary-aged Students with Learning Disabilities in Mathematics
- March 2022 **Guest Lecturer**, The University of Texas at Austin, Austin, TX
Course: Seminar in Mathematics (SED 395D)
Lecture: Teaching Addition and Subtraction of Fractions Using Virtual Manipulatives

DEVELOPED COURSES

Crowell, G. E., Bourget, J., & **Payne, S. B.** (2024). *An introduction to intervention for students with EBD and related comorbidities*. National Center for Leadership in Intensive Intervention-2; Grant H325H190003. US Department of Education, Office of Special Education Programs. <https://nclii.org/scholar-designed-courses/students-with-ebd/>

CONFERENCE PRESENTATIONS

39. Stevens, L., & **Payne, S. B.** (2025, October). *Aligning core and intervention instruction for fourth graders with reading difficulty*. [Presentation]. International Dyslexia Association Annual Conference, Atlanta, GA, United States.
38. Stevens, L., & **Payne, S. B.** (2025, June). *Aligning reading comprehension instruction across core and intervention settings for students with reading difficulties*. [Online Presentation]. The Reading League – North and South Carolina Virtual Symposium, United States.
37. Shelton, A., Wexler, J., Johnson, T., & **Payne, S. B.** *Promoting secondary students' reading comprehension and content knowledge in inclusive content-area classes*. [Presentation]. Council for Exceptional Children Conference, Baltimore, MD, United States.
36. Filderman, M., Didion, L., Austin, C., & **Payne, S. B.** A meta-analysis of the impacts of professional development on students' reading outcomes. (2025, February). In Erin K. Washburn (Discussant), *Improving teachers' reading instruction: Considerations surrounding the chasm between policy and practice*. [Symposium]. Pacific Coast Research Conference, Coronado, CA, United States.
35. Omohundro, K. M., Wexler, J., Swanson, E., Johnson, T., **Payne, S. B.**, Smith, J. A. (2025, February). *A case study on sustaining adaptive coaching and schoolwide literacy models*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
34. **Payne, S. B.** & Hogan, E. (2025, February). *Teachers' use of feedback to promote reading comprehension: A mixed methods analysis*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
33. King, S.G., Fishstrom, S., **Payne, S. B.**, Chatzoglou, E., Austin, C., O'Donnell, K., Vaughn, S., Haggerty, N., & Balcombe, A. (2025, February). *Special education and general education teachers' views of evidence-based instructional practices*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
32. **Payne, S. B.**, Boucher, A. N., O'Donnell, K., Scammacca Lewis, N., Lee, Y.R., Miller, J.E., Clemens, N.H., Vaughn, S., Fishstrom, S., Andress, T.T. (2024, July). *Initial word reading performance as a moderator of intervention effects for students in grades 3–12 with reading difficulties*. [Poster presentation]. Society for the Scientific Study of Reading Conference, Copenhagen, Denmark.
31. Chatzoglou, E. & **Payne, S. B.** (2024, March). *How to support reading fluency at home: A caregivers guide*. [Poster presentation]. Council for Exceptional Children Conference, San Antonio, TX, United States.
30. **Payne, S. B.**, Swanson, E., Wexler, J., Omohundro, K. & Shelton, A. (2024, March). *Softening the "F Word": Rethinking fidelity to inform professional development*. [Poster presentation]. Council for Exceptional Children Conference, San Antonio, TX, United States.

29. Lariviere, D., Arsenault, T. L., & **Payne, S. B.** (2024, March). *When words count: Six strategies for math-vocabulary intervention*. [Poster presentation]. Council for Exceptional Children Conference, San Antonio, TX, United States.
28. **Payne, S. B.** (2024, March). *Supporting high school students with learning and behavioral difficulties: Three tips*. [Poster presentation]. Council for Exceptional Children Conference, San Antonio, TX, United States.
27. **Payne, S. B.**, Vaughn, S., Wanzek, J., Martinez, L., Hancock, E., Fall, A-M., & Fuller, S. (2024, February). *The efficacy of a content area reading comprehension intervention for students with disabilities*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
26. **Payne, S. B.**, & Fry, E. (2023, March). *High school mathematics intervention: Five tips for effective implementation*. [Presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.
25. **Payne, S. B.**, Fishstrom, S., & Chatzoglou, E. (2023, March). *Integrating explicit anxiety management into instruction: Three tips for teachers*. [Panel presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.
24. Hogan, E., Ghafghaziasl, S., McGraw, L. R., **Payne, S. B.**, & Swanson, E. (2023, March). *Schoolwide adolescent literacy models: Ingredients for a successful launch*. [Panel presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.
23. Stark, K., Hogan, E., & **Payne, S. B.** (2023, March). *Talking with teachers: A synthesis of coaching/mentoring discourse studies*. [Poster presentation]. Council for Exceptional Children Conference, Louisville, KY, United States.
22. **Payne, S. B.**, & Yoon, N. Y. (2023, February). *A synthesis of academic interventions for high school students with behavioral and learning difficulties*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
21. Shelton, A., Hogan, E., **Payne, S. B.**, Swanson, E., & Wexler, J. (2023, February). *Status of literacy coaching in middle schools: A survey study*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
20. Boucher, A. N., O'Donnell, K., Lewis, N., Ri, Y., Vaughn, S., Clemens, N. H., **Payne, S. B.**, Fishstrom, S., & Andress, T. T. (2023, February). *Initial word reading performance as a moderator of intervention effects for students in grades 3-12 with reading difficulties*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
19. Fry, E., & **Payne, S. B.** (2022, October). *High school mathematics interventions for students with disabilities: A review* [Panel presentation]. Council for Learning Disabilities National Conference, Richmond, VA, United States.
18. Fishstrom, S., Chatzoglou, E., & **Payne, S. B.** (2022, October). *Integrating explicit anxiety management practices into instruction*. [Panel presentation]. Council for Learning Disabilities National Conference, Richmond, VA, United States.
17. Capin, P., Miciak, J., Hamilton, B., Roberts, G., Steinle, P. K., **Payne, S. B.**, Fletcher, J., & Vaughn, S. (2022, June). *Evaluating the efficacy of a reading intervention with embedded self-regulation instruction for middle school English learners with reading difficulties*. [Poster presentation]. The Dyslexia Foundation, Paget Parish, Bermuda.

16. **Payne, S. B.**, Boucher, A. N., & Chatzoglou, E. (2022, February). *A synthesis on reading interventions in social studies for high school students*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
15. **Payne, S. B.**, Hogan, E., Swanson, E., Wexler, J., & Shelton, A. (2022, February). *Survey study: Status of literacy coaching in middle schools across the nation*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
14. Fishstrom, S., Capin, P., Hamilton, B., **Payne, S. B.**, Dahl-Leonard, K., Dille, J., Wang, H., & Vaughn, S. (2022, February). *A meta-analysis of the effects of academic anxiety interventions on academic and anxiety outcomes in secondary school children*. [Poster presentation]. Pacific Coast Research Conference, Coronado, CA, United States.
13. **Payne, S. B.**, & Fishstrom, S. (2022, January). *Using explicit instruction to support secondary students across content areas*. [Poster presentation]. Council for Exceptional Children Conference, Orlando, FL, United States.
12. Wexler, J., Reutebuch, C., Shelton, A., Hogan, E., & **Payne, S. B.** (2022, January). *Creating sustainable school-wide adolescent literacy models through research-practice partnerships*. [Poster presentation]. Council for Exceptional Children Conference, Orlando, FL, United States.
11. **Payne, S. B.**, Hogan, E., Swanson, E., Wexler, J., & Shelton, A. (2022, January). *Survey study: Status of literacy coaching in middle schools across the nation*. [Poster presentation]. Council for Exceptional Children Conference, Orlando, FL, United States.
10. Hogan, E., **Payne, S. B.**, & Stark, K. (2021, November). *Targeting teacher professional growth through AIM Coaching*. [Poster presentation]. Teacher Education Division of the Council for Exceptional Children National Conference, Fort Worth, TX, United States.
9. **Payne, S. B.** & Fishstrom, S. (2021, October). *Breaking down explicit instruction for classroom teachers*. [Panel presentation]. Council for Learning Disabilities National Conference, Las Vegas, NV, United States.
8. Fishstrom, S. & **Payne, S. B.** (2021, October). *Explicit instruction: The secret sauce of implementing the science of reading*. [Online presentation]. The Reading League National Conference, Syracuse, NY, United States.
7. **Payne, S. B.** (2021, April). *Credit recovery in high schools: The educational inequities and impacts*. [Poster presentation]. Social Justice Research Forum, The University of Texas at Austin, Austin, TX, United States.
6. Wexler, J., Swanson, E., Shelton, A., Kurz, L., & **Payne, S.B.** (2021, March). *Engage your students' parents in literacy support at home*. [Panel presentation]. Council for Exceptional Children Conference, Baltimore, MD, United States.
5. Doyle, A.M., Lambert, J.M., **Barrows, S.B.**, & Houchins-Juarez, N.J. (2015, May). Correspondence between trial-based and traditional FAs of noncompliance with treatment evaluation. In Blair Lloyd, (Chair) & David A. Wilder (Discussant), *New approaches to the experimental assessment and treatment of noncompliance for children with developmental disabilities* [Symposium]. Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX, United States.

4. **Barrows, S.B.**, Lambert, J.M., Doyle, A.M., & Houchins-Juarez, N. (2015, May). Using serial functional communication training to teach appropriate responses to bullying: A preliminary investigation. In Megan A. Boyle (Chair) & Terry S. Falcomata (Discussant), *Translational investigations with individuals with intellectual and developmental disabilities* [Symposium]. Association for Behavior Analysis International 41st Annual Conference, San Antonio, TX, United States.
3. Doyle, A.M., Lambert, J.M., **Barrows, S.B.**, & Houchins-Juarez, N.J. (2014, October). Two variations of traditional FA methodology for assessing the function of noncompliance with treatment evaluation. In Erin E. Barton (Chair), *Assessment and treatment of problem behavior topographies that complicate functional analysis* [Symposium]. Tennessee Association for Behavior Analysis 17th Annual Conference, Nashville, TN, United States.
2. **Barrows, S.B.**, Lambert, J.M., & Doyle, A.M. (2014, October). A functional approach to bullying. In Jennifer R. Ledford (Chair), *Behavior analytic approaches to skill deficits and problem behavior* [Symposium]. Tennessee Association for Behavior Analysis 17th Annual Conference, Nashville, TN, United States.
1. **Barrows, S.B.** (2014, February). *Playing to learn and learning to play: How educational philosophies approach play in early childhood*. [Presentation]. U.S. Play Coalition 5th Annual Conference, Greenville, SC, United States.

INVITED PROFESSIONAL DEVELOPMENT

- Payne, S. B.** (2023, August). *Integrating school-wide literacy models*. [In-person]. Presentation for 3rd–12th grade teachers ($n = \sim 50$), Birmingham, AL.
- Payne, S. B.** (2023, March). *Using an essential words routine to teach academic vocabulary*. [Virtual]. Presentation for 5th–8th grade teachers ($n = \sim 25$), Birmingham, AL.

SCHOOL-BASED WORKSHOPS AND PRESENTATIONS

- Payne, S. B.** & Lang, E. (2024, August). *Supporting 5th-grade struggling readers in the classroom*. [In-person]. Presentation for 5th-grade teachers ($n = 2$), Taylor, TX.
- Murray, C., **Payne, S. B.**, Lang, E., & Espinas, D. (2024, August). *Supporting 5th-grade struggling readers in the classroom*. [In-person]. Presentation for 5th-grade teachers ($n = 3$), Austin, TX.
- Murray, C., **Payne, S. B.**, Lang, E., & Espinas, D. (2024, August). *Aligning instruction for 5th-grade struggling readers*. [In-person]. Presentation for 5th-grade teachers ($n = 3$), Austin, TX.
- Payne, S. B.** (2022, August). *School-wide literacy models at the middle school level*. [In-person]. Presentation for 5th–8th grade teachers ($n = 14$), McCamey, TX.
- Payne, S. B.** (2022, August). *School-wide literacy models at the middle school level*. [In-person]. Presentation for 6th–8th grade teachers ($n = \sim 50$), Houston, TX.
- Payne, S. B.**, Swanson, E., & Hogan, E. (2022, February). *Providing Strategic Interventions Using AIM Coaching*. [In-person]. Presentation for instructional coaches ($n = 2$), McCamey, TX.
- Payne, S. B.**, Swanson, E., & Hogan, E. (2022, February). *Implementing partner reading in your classroom*. [In-person]. Presentation 5th–8th grade teachers ($n = 12$), McCamey, TX.

Payne, S. B. (2021, December). *The AIM coaching model*. [In-person]. Presentation for instructional coaches ($n = 2$), McCamey, TX.

DIGITAL PUBLICATIONS

Payne, S. B. & Swanson, E. (2025). *Track then graph: An individualized checklist with rewards and a graphing template*. Council for Exceptional Children. <https://exceptionalchildren.org/teacher-resources/checklist/track-then-graph-individualized-checklist-rewards-and-graphing-template>

I-MTSS Research Network. (2024). *Does research support an integrated multi-tiered system of support framework?* Integrated Multi-Tiered Systems of Support Research Network, University of Connecticut, <https://mtss.org/wp-content/uploads/2024/02/Does-Research-Support-I-MTSS-2024.pdf>

I-MTSS Research Network. (2024). *What is the current state of I-MTSS implementation in the United States?* Integrated Multi-Tiered Systems of Support Research Network, University of Connecticut, <https://mtss.org/wp-content/uploads/2024/02/States-of-I-MTSS-Brief-2024.pdf>

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DEVELOPED INTERVENTION MATERIALS

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NATIONAL SERVICE ACTIVITIES

2025–Present	Ad Hoc Reviewer , National Center for Intensive Intervention (NCII) Technical Assistance
Spring 2025	Reviewer , <i>Research in Special Education</i>
Spring 2025	Conference Presentation Reviewer , Council for Learning Disabilities
2024–Present	Reviewer , <i>The Elementary School Journal</i>
2024–Present	Reviewer , <i>Journal of Educational Psychology</i>
2022–2024	Technical Review Committee Student Member , National Center for Intensive Intervention (NCII) Partnered with faculty nationwide to review research using the NCII quality indicators
2022	Conference Award Committee , Council for Learning Disabilities
2021–2022	Conference Presentation Reviewer , Council for Exceptional Children
2021–Present	Reviewer , <i>TEACHING Exceptional Children</i>

STATE AND LOCAL SERVICE ACTIVITIES

2025–Present **Dyslexia Special Interest Group Committee Member**, CEEDAR Center for Georgia and South Carolina

2025–Present **State Leadership Team Committee Member**, CEEDAR Center and South Carolina Statewide Partnership

UNIVERSITY SERVICE ACTIVITIES

2025–Present **Undergraduate Course Committee**, The University of South Carolina

PROFESSIONAL MEMBERSHIPS

Council for Exceptional Children (2015 – present)

CEC Division for Research (2021 – present)

CEC Division of Learning Disabilities (2019 – present)

CEC Teacher Education Division (2019 – present)

Society for the Scientific Study of Reading (2023 – present)

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